School-Community Partnerships:
Self-Study Surveys

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in prek- 12 schooling and resources in the community (including formal and informal organizations such as the home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment: as well as business, unions, governance bodies, and institution of higher education).

As you work toward enhancing such partnership, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following sets of surveys are designed as self-study instruments related to school-community partnerships. Stakeholders can us such surveys to map and analyze the current status of their efforts.

This type of self-study is best one by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing, the status of their school-community partnerships, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

A Mapping Matrix for Analyzing *School-Community Partnerships*
Relevant to Addressing Barriers to Learning
and Promoting Healthy Development

Q. Why does an analysis focused specifically on school-community *partneships*?

A. To help policy makers improve the use of limited resources, enhance effective and equitable use of resources, expand availability and access, and increase the policy status of efforts to address barriers to learning and promote healthy development.

In many neighborhoods:

❖ Neither school nor communities can afford to offer some very important programs/services by themselves, and they shouldn't try to carry out similar programs/services in ways that produces wasteful redundancy or competition;

❖ Schools and communities need to work together in well orchestrated ways to achieve equitable availability and access to programs/services and to improve effectiveness;

❖ The absence of strong school-community partnerships contributing to the ongoing marginalization of efforts to address barriers to learning and promote healthy development;

❖ The development of strong school-community partnerships is essential to strengthening the community and its schools.

Using the Matrix

1) Quickly identify any school-community partnerships you have information about with respect to each cell of the matrix.

   (Do the various catalogues clarify school-community *partnership?* Just because a community program has some connection with a school, doesn't make it a partnership.)

2) Improve matrix based on feedback from doing Step 1.

3) By way of analysis

   (a) Which cells have little in them?
   (This may be because we don't know about certain programs. It may be because there are relevant programs but they are not part of school-community partnerships.)
   (b) How should we differentiate among the types of school-community connections?
   (e.g., nature and scope of connections—at least three major dimensions:
   ➢ Strength of connection, such as contracted partnership
   ➢ Breadth of intervention, such as program is for all students
   ➢ Provision for sustainability, such as instititionalized with line-item buget)

4.) What steps can we take to find the information we need to complete the analyses?

	Health (physical, health)	Education (regular/ special trad./ alternative)	Social Services	Work Career	Enrichment/ Recreation	Juvenile Justice	Neighborhood/ Comm. Improvement
Prevention							
Early-After-Onset Intervention							
Treatment of Chronic & Severe Problems							

Level of Initiatives
- National   (federal/private)
- State-wide
- Local
- School/neighborhood

Questions:

What are the initiatives at the various levels?

How do they relate to each other?

Ho do they play out a school site in a neighborhood?

Who in the Community Might "Partner" with Schools?

Formal efforts to create school-community to improve school and neighborhood, involve building formal relationship to connect resources involved in preK-12 schooling and resources in community (including formal and informal organizations such as those listed below).

Partnership may be established to connect and enhance programs by increasing availability and access and filling gaps. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer expertise; pro bono services, mentoring, and training from professionals and other with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internship, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

County Agencies and Bodies
(E.g., Dept. of Health, Mental Health, Social services, Probation, Sheriff, Office of Education, Fire, Services Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(E.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(E.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(E.g., for almost every problem and many other activities)

Child care/preschool centers

Post Secondary Education Institutions/Students
(E.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Sports/Health/Fitness/Outdoor Groups
(E.g., sports team, athletic leagues, local gyms, conversation associations, Audubon Society)

Community Bases Organizations
(E.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(E.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(E.g., Public Counsel, schools of law)

Ethnic Associations
(E.g., Committee for American Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(E.g., Future Scientists and Engineers of America, per owner and other animal-oriented groups)

Service Agencies
(E.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(E.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
scouts, 4-H, KYDS, Woodcraft Rangers) (E.g., Boys and Girls Clubs, Y's,

Artists and Cultural Institutions
(E.g., museum, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Business/Corporations/Unions
(E.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters UTLA)

Media
(E.g., newspapers, TV & radio, local assess cable)

Family members, local, residents, senior citizens group)

Survey (Self-Study)—
Overview of Areas for School-Community Partnership

Indicate the status of partnership between a given school or family of schools and community with respect to each of the following areas.

Please indicate all items that apply

A. Improving the School (name of school(s)	Yes	Yes, but more of this is needed	No	If no, is this something you want?
1. The instructional components of s c h o o l i n g				
2. The governance and management of				
3. Financial support for schooling				
4. School-based programs and services to address barriers to learning				
B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Youth development programs				
2. Youth and family recreation and enrichment opportunities				
3. Physical health services				
4. Mental health services				
5. Programs to address psychosocial problems				
6. Basic living needs services				
7. Work/career programs				
8. Social services				
9. Crimes and juvenile justice programs				
10. Legal assistance				
11. Support for development of neighborhood organizations				
12. economic development programs				

Survey (self-study)-Over view of System Status for Enhancing School-Community Partnership

Items 1-7 ask about processes are in place.
Use the following ratings in response to these items.

DK = don't know
1 = planned
2. = Just recently initiated
3. = Has been functional for a while
4. = Well institutionalized (well established with a commitment to maintenance)

1. **Is** there a stated policy for enhancing school-community partnerships (e.g., from the school, community agencies, government bodies)?	D K 1 2 3 4 5
2. Is there a designated leader or leaders for enhancing school community partnerships?	D K 1 2 3 4 5
3. With respect to each entity involved in the school-community partnerships have specific persons been designated as representatives to meet with each other?	D K 1 2 3 4 5
4. Do personnel involved in enhancing school-community partnerships meet regularly as a team to evaluate current status and plan next steps?	D K 1 2 3 4 5
5. Is there a written plan for capacity building related to enhancing the school-community partnerships?	D K 1 2 3 4 5
6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships?	D K 1 2 3 4 5
7 Are the effective processes by which stakeholders learn?	D K 1 2 3 4 5
a.) What is available in the of programs/services?	D K 1 2 3 4 5
b.) How to access programs/services they need	D K 1 2 3 4 5

Survey (self-study)-Overview of System Status for Enhancing School-Community Partnership (cont.)

Items 8-9 ask about effectiveness of existing processes.
Use the following ratings in response to these items.

DK = don't know
1 = hardly effective
2 = effective about 25% of the time
3 = effective about half the time
4 = effective about 75% of the time
5. = Almost always effective

8. In general, how effective are your local efforts to enhance school-community partnerships?	D K 1 2 3 4 5
9. With respect to enhancing school-community partnerships, how effective are each of the following:	D K 1 2 3 4 5
a) Current policy	D K 1 2 3 4 5
b) Designated leadership	D K 1 2 3 4 5
c) Designated representatives	D K 1 2 3 4 5
d) Team monitoring and planning of next steps	D K 1 2 3 4 5
e) Capacity building efforts	D K 1 2 3 4 5

List Current School-Community Partnerships

For improving the school

For improving the neighborhood (though enhancing links with the school, including use of school facilities and resources)

Survey (self-study)—
School-Community Partnerships to Improve the School

Indicate the status of partnerships between a given school or family of schools and community will respect to each of the following:

Please indicate all items that apply
(name of school(s)

Partnerships to improve

1. The instructional components of schooling:	Yes	Yes but more of this is needed	No	If no, is this something you want
a) Kindergarten readiness programs				
b) Tutoring				
c) Mentoring				
d) School reform initiative				
e) Homework hotlines				
f) Media/technology				
g) Career academy programs				
h) Adult education, ESL, literacy, citizenship classes				
i) Other				
2.The governance and management of schooling:	**Yes**	Yes but. . .	N o	If No,…
a) PTA/PTSA				
b) Shared leadership				
c) Advisory bodies				
d) Other				
3. Financial support for Schooling:				
a) Adopt-a-school				
b) Grant programs and funded projects				
c) Donations/fund raising				
d) Other				
4. School-based programs and services to address barriers to learning:	**Yes ***	Yes but..	N o	If No,….
a) Student and family assistance programs/services				
b) Transition programs				
c) Crisis response and prevention programs				
d) Home involvement programs				
e) Pre and inservice staff development programs				
f) Other				

*The Center for Mental Health in Schools at UCLA has a set of surveys for in-depth self-study of efforts to improve a school's ability to address barriers to learning and teaching.